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ABSTRACT

This bibliography is intended for use as a reference for researchers and practitioners in the field of education with production in East- and Southern Africa. The document lists both published and unpublished literature about the integration of education, training, and productive work. "Education with production" refers to arrangements whereby a socially and economically meaningful component of education or training and one of production exist in the same institution or in a partnership between institutions. The aim of such arragements is to develop both a variety of vocational or commercial skills and an an understanding of the production processes and the social, cultural, and economic context in which work takes place. Prescriptive and descriptive documents are cited separately in the document. The bibliography includes author, subject, country, and conference indexes, as well as lists of periodicals and relevant institutions in the region. (SG)

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RESEARCH PROGRAMME ON EDUCATION AND PRODUCTION IN THEORY AND ACTION (EPTA)

EDUCATION WITH PRODUCTION IN EAST- AND SOUTHERN AFRICA A BIBLIOGRAPHY

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INTRODUCTION

This bibliography is intended to be a reference for researchers and practitioners in the field of Education with Production in East- and Southern Africa. It is a listing of published and unpublished literature about the integration of education, training and productive work. One part of the literature reflects a more general perspective, while another part deals with special programmes and projects in the region. There is also literature about related activities in the school or work environment.

Education with Production here refers to arrangements whereby a socially and economically meaningful component of education or training and one of production have been integrated within the same institutional setting or as a partnership between institutions. Production is understood as an activity involving the production or distribution of goods or services either to meet community needs or for use within the institution. The aim of such arrangements is to develop not only a variety of (pre-)vocational or commercial skills and competencies, but also an awareness and understanding of the processes of production and the social, cultural and economic context in which work takes place. In this bibliography the concern is about literature that deals with programmes combining elements of education, training and production in one way or another, whether or not they explicitly pursue such wider educational goals. The focus is on programmes at the basic education/training and secondary/intermediate levels, so that arrangements within colleges and universities are excluded.

Different types of combinations of education, training and production may be distinguished. First there is the integration of pre-vocational skills and/or a productive activity within formal general education. A seperate domain are the various ways in which a work component is added to vocational training, whether within the institution or through a practice in business. In this domain we refer both to programmes within the formal educational system (e.g. trade schools) and to non-formal arrangements (e.g. various kinds of youth programmes). Thirdly, there are work-based programmes, whereby education or training is provided in an ongoing productive situation, for example apprenticeship (formal and informal) and other types of in-plant or on-the-job training.

Referring to the three domains and their sub-divisions, in the bibliography we use the following descriptors:

1. Integration of technical or (pre-)vocational subjects in formal general education -diversified curriculum
2. Integration of a production component in formal general education constituting a work experience programme -wep/education

3. Work experience programme as part of formal or non-formal vocational and/or technical training programme -wep/training

4. Acquiring/upgrading of vocational/technical skills in a work-place, including apprenticeship in formal and informal sector, as well as in-plant and on-the-job training -work-based training

5. Educational programmes for employees or self-employed to develop socio-economic consciousness and independence, and improve management and decision-making skills or entrepreneurial skills -workers education

A regional limitation is made to East- and Southern Africa.

Save for a few documents of an earlier date, the period covered is 1970-1985.

As stated above the documents have been divided in two categories:
-prescriptive documents : policies, theories, recommendations, etc.
-descriptive documents : case studies.
Documents that are both prescriptive and descriptive are entered in both categories, marked with an asterix: *.
Within the two categories the entries are listed alphabetically.
Each item is followed by descriptors. The punctuation used should be interpreted as follows: ; = and
: = in

for example:
diversified curriculum ; wep/education : Tanzania
diversified curriculum and wep/education in Tanzania.

Multiple access to the entries is provided for by:

- an author index
- a subject index
- a country index
- a list of conferences cited.

Furthermore a list of periodicals from which articles are cited, is included, plus a list with names and addresses of important national, regional and international institutions involved in Education with Production.

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Education and work : untangling the issues / Manzoor Ahmed
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The rise and decline of vocational education / Aaron Benavot
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(1980) no. 7, numéro special

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120 (1981) no. 4

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31 (1985) no. 3

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22 (1981) no. 1

UNICEF news (New York)
1974/1, issue 79

Zambia educational review (Lusaka)
3 (1981) no. 1

RELEVANT INSTITUTIONS IN THE REGION

Relevant institutions in the region:

Action Aid
P.O.Box 42814, Nairobi, Kenya.

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